

# **Fort Thomas Independent Schools**

## **Social Studies Curriculum**

### **Introduction and General Overview**

The faculty of the Fort Thomas Schools values the discipline of the social sciences, and we believe that social studies should be taught in every grade, everyday in grades K-8. To meet the high school graduation requirements, three credits of social studies are required in high school.

To produce educated, responsible citizens that will actively participate in our democratic society, the following ultimate goals underpin all social studies courses in the Fort Thomas Schools:

- ◆ Making responsible, informed choices and decisions
- ◆ Developing tolerance and respect for all peoples, cultures and ideas
- ◆ Cultivating a natural curiosity for, appreciation and understanding of the social sciences as a discipline
- ◆ Communicating with others and resolving conflicts

To achieve these important goals for all students, we believe that the best approach is an integrated social sciences curriculum. In all courses, the five strands are integrated:

- ◆ Economics
- ◆ Government
- ◆ History
- ◆ Culture
- ◆ Geography

As we build a curriculum that addresses Kentucky's *Academic Expectations* and is aligned with Kentucky's *Program of Studies* and *Core Content for Assessment*, we have identified general topics to be covered each year. The following chart illustrates the distribution of content and topics for all grades.

**Primary**   *Holidays and Events*

- ◆ Integrated History
- ◆ Integrated Economics
- ◆ Integrated Culture
- ◆ Integrated Geography
- ◆ Integrated Government

**Grade 4**   *Kentucky Studies and Regions of the United States*

- ◆ Early explorations
- ◆ Kentucky regions
- ◆ Kentucky today
- ◆ US Regions

**Grade 5**   *US History – Survey*

- ◆ The First Americans
- ◆ Exploration and Colonization
- ◆ Foundations of Freedom
- ◆ Westward Expansion and Industrialism
- ◆ Civil War
- ◆ The 20<sup>th</sup> Century

**Grade 6**   *Modern World Cultures*

- ◆ Review of Basic World Geography Skills
- ◆ Modern Africa
- ◆ Modern Asia
- ◆ Modern Europe
- ◆ Modern Americas
- ◆ Modern Middle East
- ◆ Modern Pacific Oceanian

**Grade 7**   *Early World Civilizations*

- ◆ Beginning Egypt
- ◆ Ancient China
- ◆ Ancient India
- ◆ Ancient Greece
- ◆ Ancient Rome
- ◆ Middle Ages

**Grade 8**   *US History (to Reconstruction)*

- ◆ Exploration
- ◆ Colonization
- ◆ Revolution
- ◆ Constitution
- ◆ Early Government
- ◆ Expansion
- ◆ Conflict

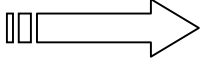
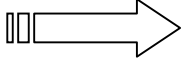
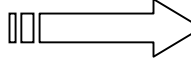
- Grade 10**    ***World Civilizations (or World Studies)***
- ◆ Introduction to World Civilizations
  - ◆ Renaissance, Reformation and the Age of Exploration
  - ◆ Age of Revolutions – Nationalism/Militarism/Imperialism
  - ◆ World War II and Post World War II
  - ◆ The World Today

- Grade 11**    ***US History (or American Studies)***
- ◆ Introduction to American History
  - ◆ Civil War/Reconstruction
  - ◆ Industrialization/Labor
  - ◆ Reaction to Industrialization (Immigration, Urbanization)
  - ◆ Gilded Age/Progressive Era
  - ◆ Expansionism/World War I
  - ◆ 1920's
  - ◆ Great Depression/New Deal
  - ◆ World War II
  - ◆ Cold War
  - ◆ Contemporary America

- Grade 12**    ***Government in a Changing World***
- ◆ Principles of U.S. Constitution
  - ◆ Rights and Responsibilities of Citizenry
  - ◆ The American Political Process
  - ◆ Legislative Branch
  - ◆ Executive Branch
  - ◆ Judicial Branch
  - ◆ State and Local

Finally, we have designed the curriculum for each grade or course around guiding questions. These are course-level questions woven throughout all units. Within each unit are essential questions. These essential questions should focus students' learning and can be used as assessments at the end of the unit. The suggested activities engage students in learning experiences that will help them answer the essential questions. The minimum specific content to be taught is provided in the content column. All the courses are aligned with the *Program of Studies* and *Core Content for Assessment*.

The following chart illustrates how the affective goals of the social studies are sequenced throughout the grades.

	<b>Primary EL – P3</b> 	<b>Intermediate Grades 4-5</b> 	<b>Middle Grades 6-8</b> 	<b>High School Grades 9-12</b>
Decision Making	Students will accept and respect themselves and others, get along with each other, and resolve conflicts when they occur.	Students will make socially responsible choices	Students will make informed and responsible choices.	Students will use critical thinking skills to make informed decisions, carefully weighing options and alternatives.
Working with Others	Students will become responsible, contributing members of school and family.	Students will demonstrate tolerance, respect and acceptance of others.	Students will be tolerant and accepting of differences between peoples and cultures.	Students will develop and demonstrate respect and tolerance for diverse groups (gender, racial, religious, and ethnic) and ideas.
Content/ Understanding	Students will demonstrate basic personal concepts of geography, economics, government, history and culture.	Students will make connections between geography, economics, government, history, culture and themselves.	Students will begin to develop an understanding of and appreciation for geography, economics, government, history and culture.	Students will internalize and apply concepts from geography, economics, government, history and culture in real world decision making and in preparation for further academic endeavors.
Communication and Conflict Resolution	Students will identify and communicate the difference between wants and needs.	Students will resolve conflicts in a positive and constructive manner.	Students will develop appropriate strategies for resolving conflicts.	Students will resolve conflicts by exhibiting a tolerance and mutual respect for others.

